

En Route Learnings

Teach To The Objective

Monitor Learner Progress

- 3.9 Can the learner use overhead hits to continuously strike a beach ball against a wall for three hits?

Strike the ball to the wall above the head and catch it on the rebound.

This time return the ball by striking it.

Practice the "Rope Challenge".

- 3.10 Can the learner work with a partner to alternate hits in a bounce-strike-bounce pattern while deliberately moving the partner around a small target space?

Work against the wall to keep the ball going in a bounce-strike-bounce pattern.

Work with a partner so that both of you alternate hits to keep a ball going against a wall in a bounce-strike-bounce pattern.

Same as the above considerations.

Learners must be taught how to safely and effectively share space and responsibilities with a partner. Model the appropriate movement and behavior of partners working together. This is a beginning development of offensive and defensive strategy. Define and model what is meant by "returning to home position" and "hitting the ball where the opponent is not". If players begin to argue about boundaries or turns, then the activity is too complex and some of the complexity (# players, rules, or skill demands) needs to be removed until they can handle the situation.

Design a playing space with clearly marked sections. Start with players striking to designated sections on each return then have them strike to any section as long as it is not the same one just hit. Give them opportunity to explain in words and action what they are trying to do as they "move their partner around the space".

Does the learner hit the ball to the wall three feet above the level of the head for three consecutive hits in two out of three trials?

Does the learner control the hits well enough to send the ball to a different part of the court for three consecutive hits out of five trials?

Work with a partner
in the same way over
a low net.

Demonstrate control
of the ball by
returning it to a
different "target
area" from where it
came.

Work with a partner
to show what is
meant by "moving your
partner around the
space".

**3.11 Can the learner
work in cooperative
two-on-two setting
to keep a ball
going over a three
feet net in a
bounce-strike-
bounce pattern?**

Alternate hits
with a partner
over a low net.

Work in a group of
four by playing
only those balls
that land in your
marked area.

Play "Round Robin".

Games like "Round Robin" (four players on a court, each in a particular space - ball is sent to "A" who must return it across the net to "B" who then returns it across the net to "C" and so on - players must direct the ball into the proper part of the court each time and will hit in turn) help learners learn to direct the ball and share space. Establish drills (Give it a name - Make it a game) which force the learners to hit only balls coming into their area of the court, then design practice activities which force them to alternate hits with partner regardless of where the ball lands.

Does the learner work cooperatively in a two on two setting and can each partner do their share to keep the ball going for three consecutive hits out of five trials?

Grade/Level: Third

Concept/Activity: Object Manipulation/Striking With Implements

Objectives: The learner will be able to:

- G.3.12 Use a short handle racket or paddle and a tennis size "nerf" or "all" ball to continuously execute a bounce-strike-bounce pattern against a wall.
- G.3.13 Use a plastic bat to strike a whiffle ball accurately tossed from a distance of ten to fifteen feet.
- G.3.14 Use plastic hockey stick (if available) to dribble, drive to wall, collect and repeat pattern alone and with partner.
- G.3.15 Use plastic hockey stick (if available) to dribble and pass appropriately to lead a moving partner.

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3.12 Can the learner use a short handle racket/paddle and a tennis size ball to continuously execute a bounce-strike-bounce pattern against a wall?	<p>Equipment: Appropriate paddle and tennis size foam ball per learner.</p> <p>The length, as well as the weight, of the racket/paddle must be appropriate for the learner. The use of a "spot" or marker of some sort on the floor will help the learner maintain the best distance from the wall. This marker will need to be adjusted for each individual. A target on the wall is helpful, especially at first as the learner is trying to establish the best place to hit the wall for appropriate returns.</p>	Does the learner execute a bounce-strike-bounce pattern for three consecutive hits?
Drop the ball (tennis size) then after it bounces, use the racket paddle to hit it to the wall target.	Direct the learner in challenges such as balancing the ball on the racket, striking it up while moving, and hitting it up with one side of the racket and then the other side. "Strike the ball into the air then let it drop to the ground. As it bounces up, hit it up into the air again."	
Hit the target from different distances.	"Strike (or toss) the ball into the air with the racket and catch it with your other hand. Now toss the ball into the air with the free hand and catch it with the racket."	
Bounce the ball, hit it to the wall, after it bounces back, hit it to the wall again.	"Strike the ball against the wall and catch it as it comes back." "Stand close to the wall and lightly strike it to the wall and return it after it bounces."	

Have your partner
bounce the ball to you
and you hit it back to
them.

Equipment: Plastic bat and whiffle ball - one per two learners.

3.13 Can the learner use a plastic bat to hit a whiffle ball accurately tossed from a distance (ten - fifteen ft?)

Catch a ball thrown from ten-fifteen ft.

Place your feet on the markers and hold the bat.

Practice batting with a partner throwing the ball (whiffle, foam) to you - when you have hit the ball five times then you become the thrower.

Try to hit the ball to the wall, fence, target.

Since the ball is smaller than what the learners may have used, allow time for some practice hitting from a tee. Students who can toss accurately from this distance may toss for the other learners. Maintain the use of "foot print" markers and targets as long as learners need them. Be sure to provide a model of stance, swing and watching the ball.

Set up groups with five learners in a group (a pitcher, two fielders, a catcher and a batter). The batter swings at every ball and after five hits, all players rotate positions.

"Swing at Four" (divide the class into groups of nine (three bases, catcher, two infielders, pitcher, batter and one in the batter's box") The pitcher throws four balls to the batter who swings at each and attempts to hit them into the infield. Infield players retrieve the ball and throw it to first base. The first baseman returns the ball to the pitcher. Rotate all positions after batter has had four hits.

See Teaching Considerations for striking at third grade, as well as Catching third grade. In addition, it is most important that partners work together safely in shared space.

Does the learner hit an accurately tossed ball from a distance of ten-fifteen feet three out of five trials?

3.14 Can the learner alternate with a partner to dribble, drive to a wall, partner collects, and repeat pattern?

Equipment: Plastic hockey stick (one per learner) and small appropriate ball (whiffle, tennis)
The hockey stick must be kept below the waist at all times (like hockey). If plastic hockey sticks are not available, these skills may also be practiced using the feet.

Control the ball dribbling in an area with obstacles.

Model the dribble and drive, and identify key points like foot, ball, and hand position. Be sure learners are able to keep the stick under safe control on the drive. Provide partners with materials (hoops, cones, plastic bottles, tape, etc.) and allow them to establish their own targets.

Dribble to an area, then drive the ball across the line.

Dribble to an area, then drive the ball into the target.

Maintain focus on "safe" drive with hockey stick kept low. Keep both hands on the stick.

Work with a partner to collect and control the ball as it is rolled to you, then drive it to the wall.

Practice the collecting skill first with accurately rolled balls. Model maneuvering the body to get in line with balls rolled to the side. Next, have learners begin practicing collecting balls rebounding off the wall, and lastly collecting balls hit by a partner.

Collect the ball with the stick as it comes off the wall, then dribble and drive it for a partner to collect.

Does the learner work with a partner to alternate dribble, drive and collect?

- 3.15 Can the learner use a hockey stick to send a ball appropriately to lead a moving receiver?

"Lead the receiver" by passing or throwing a ball.

Equipment: hockey stick and foam or whiffle ball - one per two learners.

Similar to the above considerations. Learners must see a good model of "leading" and the key elements must be clearly identified (see also Tossing/Throwing Grade Two) Practice by rolling the ball before they are asked to control it with a stick. Have learners move the ball first in a relatively small space, then begin to travel the width of a field passing and receiving. They may move toward a goal and end with a drive at the goal.

Does the learner demonstrate what is meant by "leading", and that they are able to send the ball appropriately three out of five trials to lead a partner?



Grade/Level: Third

Concept/Activity: Educational Sport/Object Manipulation - Basketball

Objective: The learner will be able to:

6.3.16. Dribble a ball (basketball or other ball):

- A. Forward at a fast jog and be able to stop with control at signal.
- B. Sideways using a mature slide step pattern.
- C. Backward using a side step pattern.
- D. Changing directions without loss of continuity of action.
- E. Forward in a confined area with others without losing control.

6.3.17. Pass the ball to a moving partner so that the partner does not have to stop to receive the ball (8-10 feet) using passes from a variety of levels including the bounce pass.

* NOTE: Other work within the Educational Games and Sports Component in the striking and throwing and catching areas may duplicate this work. The teacher who begins basketball at this level will need to integrate generic skills with this specific orientation.

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3.16A Can the learner dribble in self space with control?

Dribble the ball in your own space with control. Show me the proper stance without the ball.

Look up from the dribble occasionally. Count the number of fingers the teacher is holding up.

Dribble the ball to different parts of the space around you. In front-to the side.

Form characteristics of the dribble should be developed at this beginning stage. Stress:

- a. open stance.
- b. bend at knees (not over ball).
- c. use of pads of fingers and a pushing rather than slapping action.

The emphasis here is to get the learners to be able to change the angle of the bounce slightly. Change where the ball bounces in your space every two bounces.

As learners gain control of the ball they should be able to momentarily take their eyes off of the ball. See how long you can look up without losing control.

The emphasis here is to get the learners to be able to change the angle of the bounce slightly.

Changes where the ball bounces in your space every two bounces.

Does the learner maintain control of the dribble in their own space for at least ten bounces occasionally looking up and showing good form?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

3.16B Can the learner dribble sideways using a mature slide pattern?

Slide from side to side without the ball. Two slides in each direction.

Slide from side to side while dribbling the ball.
a. slowly.
b. more quickly.

A mature sliding pattern should have already been developed. If not-teach for it directly. Look for ability to coordinate slide pattern with the rhythm of the dribble. Start slowly and stay in one direction for several steps. Then gradually increase speed and decrease the number of steps in one direction before changing.

Does the learner dribble the ball going sideways, changing the direction of the dribble after two steps?

Look for control of the ball and a coordinated action with the dribble?

3.16C Can the learner dribble backwards using a side by side step pattern?

Use a side step pattern to move diagonally backward without the ball.

Use the same pattern to dribble diagonally backwards with the ball.

This will not be truly backwards but a sliding step going backward. This is the most difficult pattern to coordinate and should not be introduced until the dribble is consistent in other directions. Go five steps backwards while dribbling without losing control

Does the learner maintain control of the ball coordinating a slide step going backward for at least five dribbles?

3.16D Can the learner change directions without loss of continuity of actions?

Start with having the learners change direction in their own time; then add a signal; and then an environmental cue such as a line on the gym floor. Watch that direction changes (forward, backwards, sideways) aren't confused with pathway changes (zig-zag, straight, curvy). Look for smooth continuity. Push for increased speed as skill develops.

Does the learner dribble at medium speed showing a change to forward, backwards on sideways within five trials? Look for bounces between dribbles?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Dribble in different directions with your ball around your own area. Sometimes going forward. Sometimes backwards, and sometimes sideways.

Change directions at the signal.

Change pathway when you come to a line on the gym floor.

Change directions when you come to a line on the gym floor

If you lose control of your ball stop and continue dribbling in self space. Let's see how long you can go without losing control.

3.16E Can the learner dribble with others while in a small area?

Continue to maintain control as the area is decreased by adjusting your speed.

Other people dribbling at the same time will force awareness of others and space. Increase speed as skill develops. Encourage students to make an all out effort. Increase size of space if control is lost or if learner is forced to resort to a walk to maintain control. Try not to allow learners to regress to immature form.

When I say go, dribble your ball on the move in the space we have defined. If you step outside the space or lose control of your ball for any reason you become a stationary dribbler until we start again.

Does the learner maintain control of the ball while dribbling in a smaller space in two of three trials?

3.17A Can the learner, while stationary, pass the ball to a stationary partner?

Use a two hand pass to wall. Send it so you can receive it in your control.

Teach for placement of two hands to the side and in back of the line of direction. Emphasize the step forward and complete extension of arms.

Talk about where the partner should ideally receive the ball (chest level). Encourage receivers to indicate readiness by having hands up and in a ready position. How many passes can you and your partner make in thirty seconds without losing control.

Does the learner use correct hand placement on the ball when throwing?

Does the learner step forward and follow through effectively?

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Monitor Learner Progress

Use a two hand pass to wall. Send it so you can receive it under control.

Talk about where the partner should ideally receive the ball (chest level). Encourage receivers to indicate readiness by having hands up and in a ready position (fingers up not down). How many passes can you and your partner make in thirty seconds without losing control.

Does the learner step forward and follow through effectively in three out of four trials?

Use a two hand pass to a stationary partner.

Start close to the wall or the partner and move back to a distance which encourages maximum force production requiring a step into the throw and total body action. With partner work vary the level of the target-chest high or a pass above the head. With partners keep learners close enough so they can catch the ball consistently. How many passes against the wall with a partner can you make without losing control in thirty minutes. Partner should catch the ball on the flight up from the bounce not after the ball has reached its peak height and has started down. Encourage a good pushing action forward with a step.

Overhead pass to a wall - overhead pass to stationary partner.

Bounce the ball to a partner.

Vary the passes to a partner. Sometimes overhead, sometimes chest, sometimes a bounce pass.

How many bounce passes can you make with your partner in thirty seconds without losing control of the ball. Encourage continuous action without having to pause between passes. Look for passes that make sense according to where the ball is received. If it is received high learners should use a high pass.

Does the learner vary the pass selection within thirty seconds of continuous passing?

Does the learner use at least two different passes?

3.17B Can the learner pass the ball to a moving receiver while stationary?

Pass the ball to a receiver moving to the right or left. (This can be done specifying the type of pass or keeping it open).

Start with a few steps to the right or left. Increase distance and speed of receiver. Teach for passing ahead so the partner receiver does not have to stop. Start slow. Increase distance and speed as skill develops. Encourage catchable passes. Do not let the students just "shuffle" to the side. Encourage a definite cut to a space and a timed pass. As distance increases it may be necessary to introduce the one hand baseball throw. If learners are consistent at short distances, this may come naturally. Encourage movement of the receiver in different directions and quick passes. Step in the direction of the throw.

Does the learner lead the receiver effectively so no loss of forward momentum is observed in two of three trials?

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If the learners are not using a particular pass it may have to be specified.

Pass the ball to a receiver moving toward the passer.

Pass the ball to a receiver moving away from the passer.

Pass the ball to a partner moving in a variety of directions. (Passer becomes receiver as soon as pass is made).

Teach To The Objective

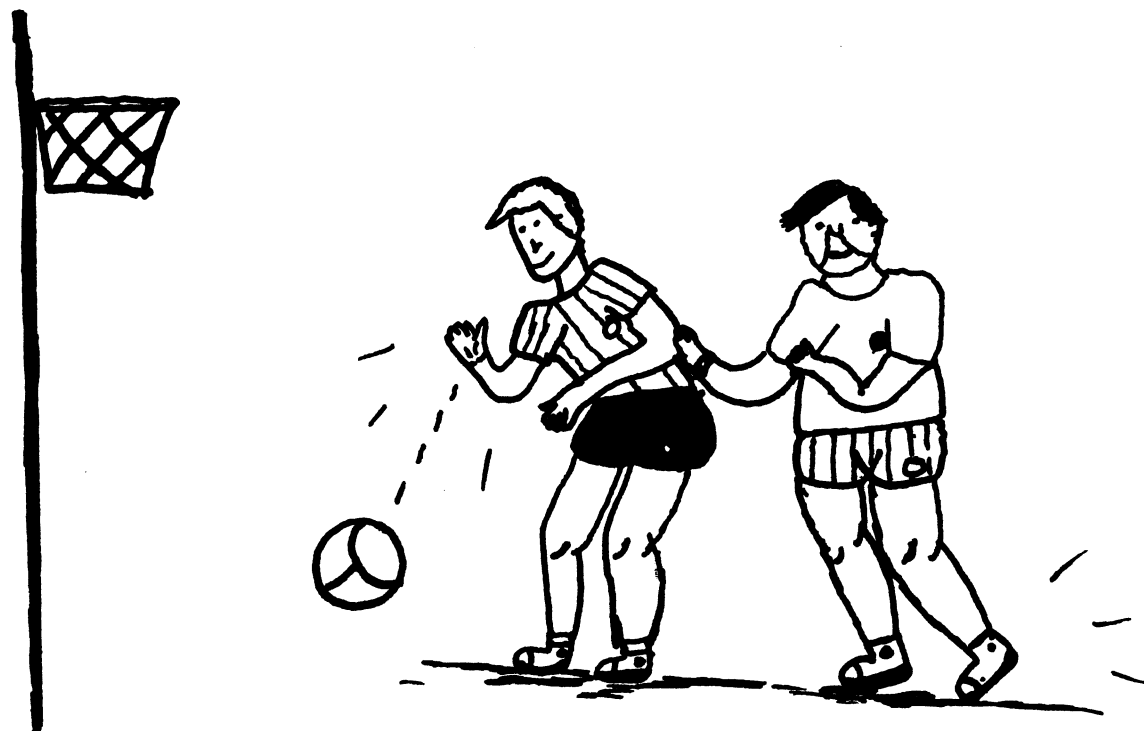
Encourage an all out effort as soon as students get the idea of the "cut" and timing of the pass.

Monitor Learner Progress

Does the learner adjust the force of the pass when the receiver is moving toward the passer?

Does the learner lead the receiver when moving away from passer?

Does the learners make accurate forceful passes ahead of the receiver showing form in the pass and a minimum distance of eight to ten feet?



Grade/Level: Third

Concept/Activity: Educational Sport/Object Manipulation - Soccer

Objectives: The learner will be able to:

- G.3.18. Dribble and pass to a stationary partner showing a good transition between the dribble and the pass.
- G.3.19. Maneuver to collect/stop a ball kicked for a goal.
- G.3.20. Pass the ball ahead of a moving partner (eight to ten feet away) so that the partner does not have to stop to receive the ball.
- G.3.21. Dribble, drive to wall, collect and repeat pattern alone and with partner.

EQUIPMENT: Slightly underinflated ball soccer size, targets or obstacles used for goals - one per learners.

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Monitor Learner Progress

3.18 Can the learner dribble and change smoothly from dribbling to a pass to a stationary receiver?

Dribble with control by dribbling the ball in and thru a variety of obstacles.

Dribble to an area then pass the ball to the target.

Dribble, then smoothly pass the ball to a partner.

Each of these specific soccer skills should be presented in a manner which allows for an effective explanation (definition, example, modeling, and process), and a lot of guided practice. The practice should move from individuals working alone, to partner work, and to game-like settings with two to six players. These game-like settings may vary in many ways: they may be competitive or cooperative; they be based on a drill formation (give it a name - make it a game) or on a traditional game (Follow the Leader, Dodgeball); they may be teacher and/or student designed or adapted. They all must allow extended opportunities for each learner to practice the specific skills(s) being learned and to receive feedback on their performance.

A variety of balls, which are soccer size or smaller and which are slightly deflated should be available to the learners. Learners enjoy opportunities to improve ball handling skill and to design challenges for each other. Practice time for "juggling" the ball on body parts (knees, feet, thighs, etc.) can be a part of each lesson.

Does the learner demonstrate the ability to dribble and pass to a stationary receiver, with control, three out of five trials?

In kicking to targets, the distance from the target and the width of that target should be adjusted on an individual basis to provide appropriate challenge and success for each learner. Partners may practice without a wall by facing each other and establishing a goal between them. Adaptations in such factors as the distance from the goal, the width of the goal, the angle of the drive, etc. may be used to add challenge or simplify the task.

3.19 Can the learner maneuver to stop a ball kicked for a goal?

Work with a partner who will kick a ball toward the goal area while the learner defends the goal.

Use the foot trap to stop a ball rolled toward the learner.

Use a shin trap to stop a ball rolled toward the learner.

Work with a partner to defend a goal by stopping the ball with either a foot or shin trap.

Provide model for foot trap emphasizing for learner to watch the ball and control the ball with the sole of the foot. Initial practice should be close with accurately rolled balls. As skill develops, model necessary body maneuvering to move to a ball rolled to either side. Repeat practice with rolled ball. Follow the same practice sequence for teaching shin trap.

Practice in maneuvering in relation to the ball may be gained in games like Kick Pin (four to six players in a circle attempting to kick a ball and knock over a pin being guarded by another player. Teacher controls rotation of position so that all have opportunity to practice equally in center position.

Does the learner maneuver into position to stop a ball kicked to a goal for fifteen to twenty feet in three out of five trials?



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- 3.20 Can the learner use an inside-of-foot kick and an instep kick to send a leading pass to a moving receiver?

Use inside-of-foot kick to pass the ball to the target.

Use instep kick to pass the ball to a partner.

Pass the ball back and forth to a partner using inside-of-foot and instep kicks and shin or foot traps.

Work with a partner to receive a ball on the move and control it without losing momentum?

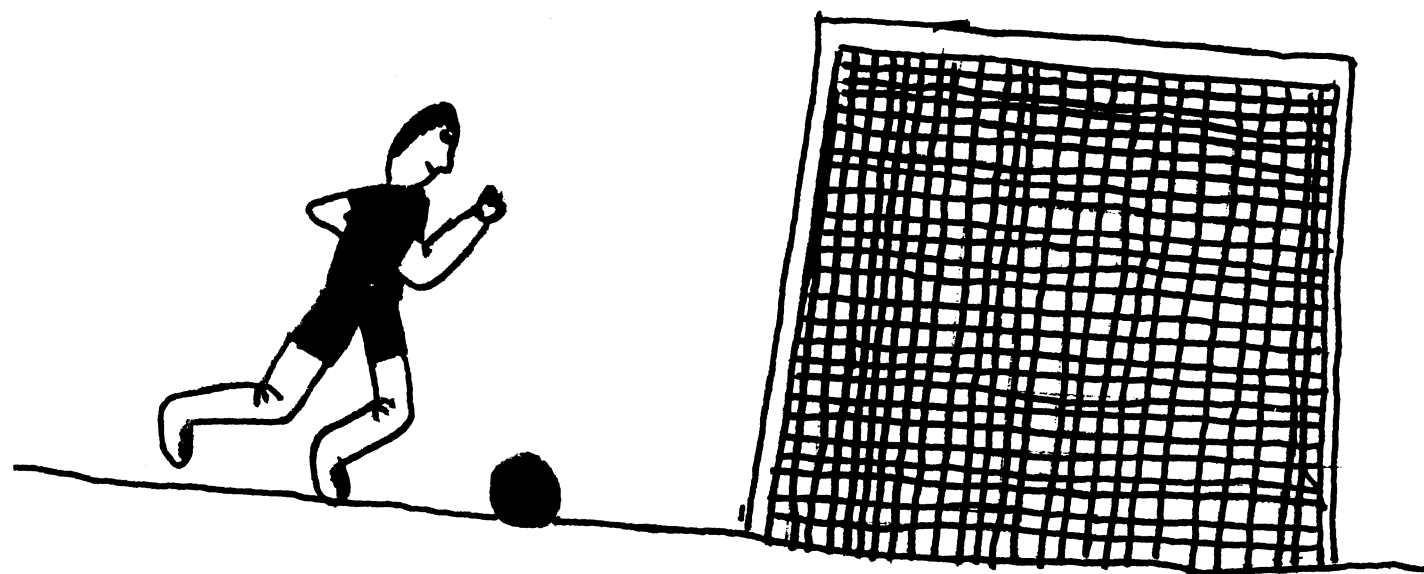
Pass to a partner using a leading pass.

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Initial practice in receiving on the move should be done by receiving an accurately rolled ball. As partners begin to work together, the ball should be passed to a target ahead of the receiver who can then "run into the ball". Gradually the runner and the target should be brought closer.

Monitor Learner Progress

Does the learner demonstrate the ability to use inside-of-foot kick and an instep kick to pass to a moving receiver three out of five trials?



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Monitor Learner Progress

3.21 Can the learner dribble, kick to wall, collect and repeat pattern both alone and with a partner?

Individual practice may be gained by dribbling and passing to a target. Partners may adjust their distance for the pass and the length of the dribble before the pass. Follow the Leader (groups of three to five, each player with a ball) is a good activity to practice ball control while keeping an eye on another player.

Does the learner demonstrate the ability to dribble, kick to the wall, collect and repeat pattern alone and with partner in three out of five trials?

Dribble with control through obstacles.

Dribble to this area then use an instep kick (preferred foot) to drive the ball to the wall target.

Work with a partner using a foot trap and a shin trap to stop and control a ball when it is passed.

Dribble to an area then pass to the wall, move in and collect the ball then dribble back to the starting line.

This practice may also be in a triangle formation with three players on corners working to pass with control and use foot or shin trap to stop and control the ball before it is passed to next player. As players gain control, a fourth players made be added in the middle who is trying to "steal" the passes. Players should be about fifteen to twenty feet apart.

One partner will dribble and pass to the wall while the other will collect the ball, dribble back to the starting line and then repeat the skill. Partners work together and alternate turns.

Grade Level: Third

Concept/Activity: Educational Dance and Rhythms (Awareness of Space-Level)

Objectives : The learner will be able to:

- D.3.1. Demonstrate non-locomotor and locomotor movements at high, medium and low levels. (Awareness of Space - Level)
- D.3.2. Demonstrate an awareness of direction in space by executing movements oriented to up, down, right, left, forward and backward in personal and general space. (Awareness of Space - Direction)
- D.3.3. Demonstrate an awareness of the concept of extension by exhibiting the qualities of big, little, near and far in locomotor and non-locomotor actions. (Awareness of Space - Extensions)
- D.3.4. Combine vibratory and percussive actions while in personal space and while moving through space. (Body Awareness)
- D.3.5. Interpret experiences in verse through movement in personal space. (Sounds - Stories, Poems, Fables)
- D.3.6. Express feelings of tension and fine touch (firm and light) through the movement of body parts and total body actions. (Awareness of Weight and Time)
- D.3.7. Demonstrate skill in combining walking, skipping, sliding, jumping, hopping, and/or running steps while performing folk dances in line, contra or quadrille formations.
- D.3.8. Demonstrate skill in combining walking, bleking steps, hops and/or schottische steps while performing folk dances in couple, small group or circle formations.

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3.1 Can the learner perform non-locomotor and locomotor movements at high, medium and low levels?

Choose a body shape or pose at a high, medium, or low level.

Explore each level separately. Exaggerate high and low to contrast with medium.

Does the learner demonstrate levels that are definitive and/or exaggerated in two out of three situations?

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-Use wide, narrow, round shaped at different levels.

-Use stretch, curl, twisted shapes at different levels.

-Change base of support and create shapes at different levels.

Move about in general space at different levels.

-Change method of locomotion .

-Change speeds - fast, slow.

-Change weight - heavy, light.

The use of a drum or a different signal can be used as a cue to change shapes.

Explore each method of locomotor and change of speed or separately with regards to changing levels. Then combine ideas. Encourage unique responses.

Does the learner perform at two traveling actions at each of the levels?

Does the learner change speeds while traveling at different levels?

Does the learner change weight factors while traveling at different levels?

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Combine actions at different levels in personal and general space.

Create a movement sequence or sentence.

Develop a short piece which places an emphasis on changing levels while working with a partner in personal and general space.

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Structure a specific movement sentence first. Give a beginning middle and end. Then reduce the structure and allow the learners to create their own movement sentences.

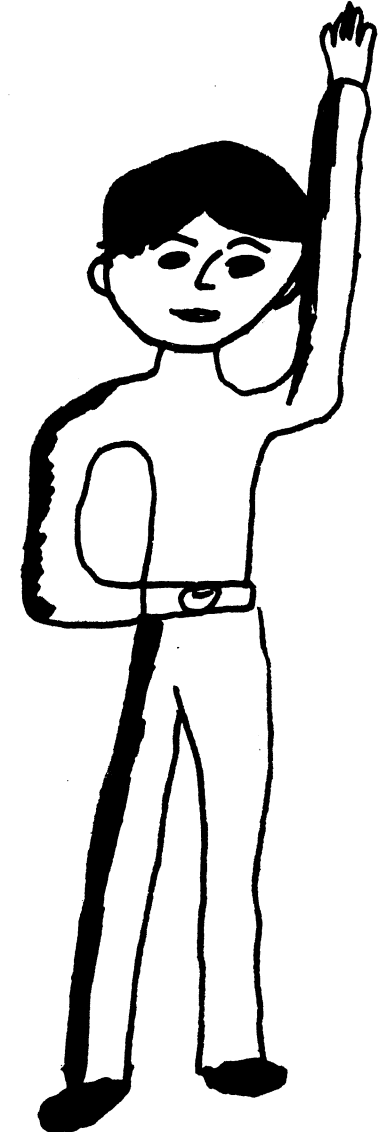
Example: Pose high/low
Travel slow, heavy
Pose medium
Travel medium, fast, light
Travel into slow, heavy
Pose low/high

Learners must be able to work together productively. Give structure at first, then allow learners to choose sequences.

Monitor Learner Progress

Does the learners choose a variety of poses/locomotor actions with definitive changes of level?

Are the transitions smooth?



Grade Level: Third

Concept/Activity: Educational Dance and Rhythms (Awareness of Space - Direction)

Objective 2: The learner will be able to demonstrate an awareness of direction in space by executing movements oriented to up, down, right, left, forward and backward in personal and general space.

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3.2 Can the learner demonstrate an awareness in space by executing movements oriented to up, down, right, left, forward and backward in personal and general space?

Choose a locomotor action and use it to explore each direction in space.

Explore directions with locomotor movements.

Do one locomotor action at a time - run, hop, skip, dart, dash, gallop, etc.

Make transition from one locomotor movement to another.

Make transition from one direction to another while performing same locomotor action. Try all movements in different directions.

Make transition from one locomotor action to another each time the learner change directions.

Does the learner demonstrate movements oriented to left, right, forward and backward in four out of five situations?

Does the learner show versatility and smooth transitions from one locomotor action to another in three out of five situations?

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Add sub-theme of changing speed, force, pathway.

Make transition to new speed, force, pathway at time of changing direction.

Does the learner show awareness of up, down, left, right, forward, and backward in two out of three situations?

Do action sequences which include changing direction.

Give learners a specific example (dart forward, turn, withdraw backward. Then let learners make own action sequences.

Does the learner show versatility and smooth transition from one action to another in two out of three situations?

Explore direction using non-locomotor actions.

-Use different body parts.

Try several different body parts. Explore the use of each in all directions of space.

Does the learner demonstrate in two out of three situations:

-Rise, sink, open, close, twist, turn in different direction.

-Directional changes to responses?

-Add subtheme of changing speed, force, pathway.

-Movements that are in unison

-contrast with a partner?

-Make directional changes with changes in musical phrases?

Combine non-locomotor actions with locomotor actions while changing direction.

Explore combinations of pairs (rise-sink, open-close) in all directions. Then contrast movements open-forward, close-backward, etc.

-By self

-With partner, group

-With music

-With prop

-To action poetry

Give learners a specific example. Set up framework for their actions. Then let them invent or develop actions within constraints of their sequence showing directional changes.

Develop an action sequence which shows changes of direction.

Grade Level: Third

Concept/Activity: Educational Dance and Rhythms (Awareness of Space - Extentsion)

Objective 3: The learner will be able to demonstrate an awareness of the concept of extension by exhibiting the qualities of big, little, near and far in locomotor and non-locomotor actions.

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3.3 Can the learner demonstrate the concept of extension?

In personal space choose a body part and move it just a little. Now move it as much as you can. Add your foot, ankle, knee, hip, and whole body.

Help learners understand the concept of making actions bigger and smaller as well as moving close to and away from the center of the body. Choose several body parts to initiate the actions.

Does the learner exaggerate big movements to as big as possible in two out of three situations?

In personal space try other actions with other body parts. Start them small. Let them grow.

Focus on quality of extension. This is not a contest of how fast or how far.

Actions will be made bigger by using the whole body and exaggerating the main action.

Do the learner's tiny movements look tiny and show good quality in two out of three situations?

Does the learner's large actions involve the whole body in three out of five situations?

Vary direction, level, time, or pathway.

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Teach To The Objective

Monitor Learner Progress

Use locomotor actions to contrast big, small, near, far. Hop, skip, run, slide, gallop using very tiny steps, very large steps. Cover all the space near to you, explore all the space and move far away. Vary direction, time, or pathway.

Use non-locomotor movements explore space close to the center of the body and far away from the center as well as big and small movements.

Starting and stopping actions opening and closing actions, rising and sinking actions, turning and twisting actions.

Develop a sequence by putting together two locomotor and two non-locomotor movements which emphasize big and small movements close to and far away from your body's center.

Use percussive instrument to guide learner's actions at first. Then allow them to develop own sequences without accompaniment.

Does the learner move to the extremes of personal space when performing, near and far actions?

Do the learners develop sequences that put together at least two locomotor and non-locomotor moves which emphasize close to-far away and big and small?

Grade Level: Third

Concept/Activity: Educational Dance and Rhythms (Body Awareness)

Objective 4: The learner will be able to combine vibratory and percussive actions while in personal space and while moving through space.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

3.4A Can the learner use
vibrating actions
while on one spot
and on the move?

Choose one body part and make it vibrate. Emphasize the space, force, time quality of each action word.
Think of other vibratory actions such as shiver, wobble, flutter, tremble, shake, shudder. Do the actions with a variety of body parts.

Use other body parts to do vibratory actions.

Perform several different vibratory actions each with a different body part. Explore one word at a time, then let learners choose actions.

Move somewhere while doing vibratory actions. Have the learners integrate the qualities of space, force and time into their vibrating actions.

Do vibratory actions express qualities of space, time, force?

Do each of the learners' actions differ from previous attempts?

Does the learner's vibratory action take place throughout body or in an isolated body part?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

3.4B Can the learner use percussive actions while on one spot and on the move?

Perform several different percussive actions each with a different body part.

Experiment with percussive actions. Use words like pound, punch, stamp, explode to elicit responses. How do these movements differ from vibratory actions? (force, space)

Move about using percussive actions. Use a percussive instrument at first to cue actions and then go to self paced work.

3.4C Can the learner combine vibratory actions with percussive actions?

Have the learners put together a sequence of vibratory and percussive actions showing contrast/similarity.

Does the learner demonstrate qualities of space time and force in percussive actions while on spot and while traveling?

Does the learner's sequence represent several different components of vibratory and percussive actions?

En Route Learnings

Combine vibratory actions with percussive actions.
-Work by yourself.
-Respond to sound of teacher, music.
-Respond with action to a piece of poetry.
-Work with a partner.

Teach To The Objective

Specify sequence at first, then allow learners to make up own sequences.

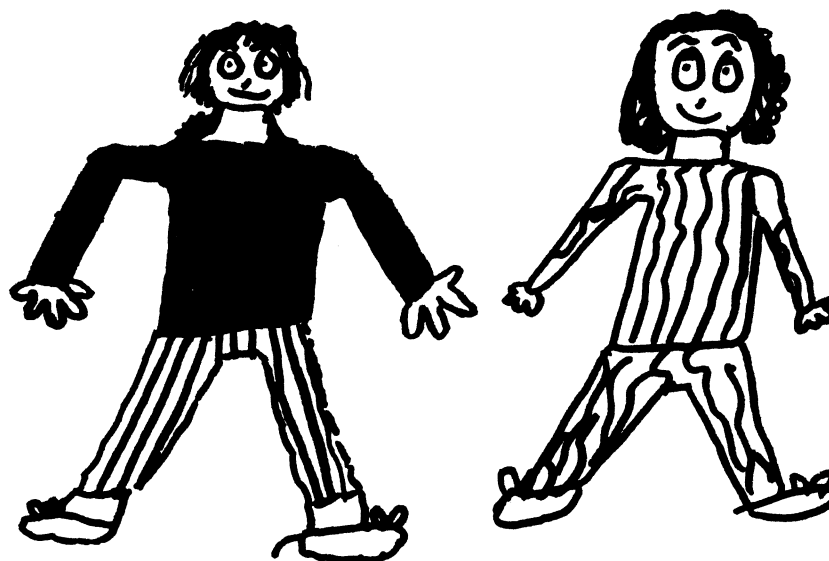
Look for a variety of action words to express vibratory and percussive qualities.

Monitor Learner Progress

Does the learner have clear transitions?

Does the learner's actions represent qualities in musical sound/poetic words?

Does the learner's movements with a partner demonstrate unison/contrast?



Grade Level: Third

Concept/Activity: Creative Dance (Sounds - Stories, Poems, Fables)

Objective 5: The learner will be able to interpret experiences in verse through movement in personal and general space.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

3.5 Can the learner interpret the "Three Little Pigs" story through movement?

The purpose of this objective and En Route Learning is to provide an "example" of how to use a story or fable or poem with learners to develop dance stories. Choose stories of learners' interest.

Create a movement pattern that shows how the :
...wolf would act
...first pig
...second pig
...third pig

Choose a well known children's story, nursery rhyme, poem, or fable. From the story, rhyme, poem or fable, choose the main characterizations, plot, themes and identify them for their movement potential.
Example: Three Little Pigs

Does the learner interpret the main characterizations effectively in three out of five situations?

In a group of four, develop a short movement sequence which interprets the story of the "Three Little Pigs."

Establish the movement qualities of each theme or character.

Wolf - sly, cunning, aggressive, sneaky, stamping, blowing.
1st Pig and House - unsure, weak, broken, insecure, shuddering, shaking.
2nd Pig and House - holding, pausing, breaking, collapsing, trembling.
3rd Pig and House - bold, confident, strong, sturdy, prancing.

Does the learner, when working in a group, develop with the group a movement sequence that effectively tells the story of three out of five situations?

Establish the story line. Confrontation between good and evil, weak and strong. The ultimate seduction and capture /failure of the evil forces.

Divide the learners into groups; practice parts; put parts together into a movement story.

Grade Level: Third

Concept/Activity: Creative Dance (Awareness of Weight and Time)

Objective 6: The learner will be able to express feeling of tension and fine touch (firm and light) through the movement of body parts and total body actions.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

3.6 Can the learner express feelings of tension and fine touch through the movement of body parts and total body actions?

Produce tension in selected body parts.

Use a percussive instrument and change tension from one body part to another on cue. Get learners to feel strong. Firmness should be felt in whole body and not just feel legs.

Does the learner show body tension in three out of five body parts? ...whole body?

Create tension in the whole body.

While moving in self space and in general space, put a series of tense form movements together.

Use action words like thrust, slash, press and wring to explore each combination of qualities.

Produce lightness in selected body part movements.

Use a percussive instrument and change movements of body parts from one cue to another. A triangle or bell is nice for lightness.

Does the learner show lightness in three out of five body parts?

Create lightness in moving whole body.

Lightness is difficult at first. Talk about things that move lightly. Use action words like float, glide, dab, and flick to explore each combination of qualities.

...the whole body?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

While moving in self and general space, put a series of movements together which express lightness.	Use action words like float, glide, dab, flick to explore each combination of effort qualities. Have learners explore all the eight basic efforts in the Laban framework. - flick - dab - float - punch - wring - press - slash - glide	Does lightness remain while adding qualities of time and space?
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Teacher can pace changes and then allow learners to do actions on own time.
Percussive instruments may help initially.

Combine firm and fine touch moves by contrasting their actions.

Teacher can give actions and then ask the learners to explore other actions.

Does the learner demonstrate contrasts in movement in four of five situations?

- Have body parts meet and part.
- Contrast single actions of isolated body parts.
- Contrast locomotor and/or non-locomotor actions.

Combine sequence of action words having qualities of firmness and fine touch.

Examples:
Press, explode, settle
Float, twirl, freeze

Grade Level: Third

Concept/Activity: Folk Dance

Objective: The learner will be able to:

- D.3.7. Demonstrate skill in combining walking, skipping, sliding, jumping, hopping and/or running steps while performing folk dances in line, contra or quadrille formations.
- D.3.8. Demonstrate skill in combining walking, bleking, steps, hops and/or schottische steps while performing folk dances in couple, small group or circle formations.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

3.7 Can the learner combine the basic locomotor steps to a folk dance?

Similar considerations as the previous objectives/enroute learnings. Select a dance appropriate to the grade level which combines a variety of locomotor steps. Several examples are listed below within this objectives.

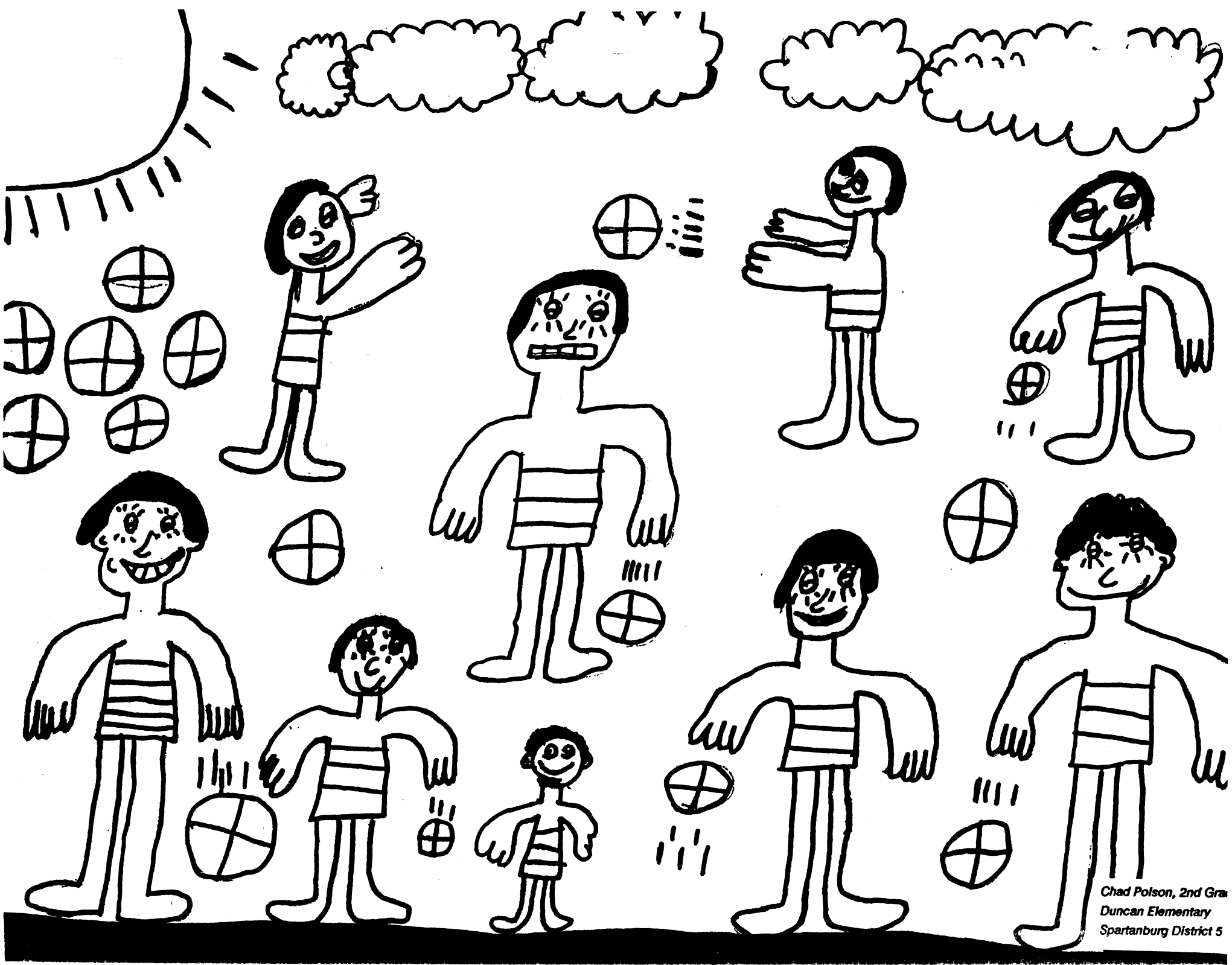
Get a partner and move into formation as quickly as possible.

Get into appropriate formation line, contra, or quadrille. Boy-girl partners may be chosen - but not mandatory. Sometimes children in the intermediate grades have problems selecting partners. Using a number system or pre-designated assigned places with spaces marked on the floor may help. If available use lines on floor to aid formation of lines quickly.

Perform the "steps" to cues (no music).

Without music teach the parts of specific chosen dance. Teach Part A, Part B, put Parts A and B together; Then teach Part C and add to Parts A and B. Give vocal cues to each step. Provide a demonstration. Do dance with students at first, then drop out and monitor. If step is too difficult, use an easier locomotor movement like walk or run. If parts are too complicated adjust pattern to meet skills of students.

Does the learner perform the dance steps correctly without music in three out of four trials?



(K- 3) AFFECTIVE COMPETENCIES

At the completion of the third grade the learner will be able to:

Develop responsible behavior in physical education

- 1.1 Know the class rules and consequences of behavior.
- 1.2 Follow class rules such as not cutting in lines, sharing equipment or space (taking turns).
- 1.3 Respond to rule infractions when reminded once.
- 1.4 Make a positive response to a personal conference.
- 1.5 Show self control by refraining from emotional or physical abuse to others (i.e. name calling, pushing, fighting).
- 1.6 Recognize signals are a call to order and respond to a variety of teacher signals.
- 1.7 Listen attentively and speak after obtaining permission.
- 1.8 Get equipment out and put it away in an orderly fashion.
- 1.9 Use equipment properly and safely and hold it quietly.

Accept and make responsible choices toward becoming an independent learner

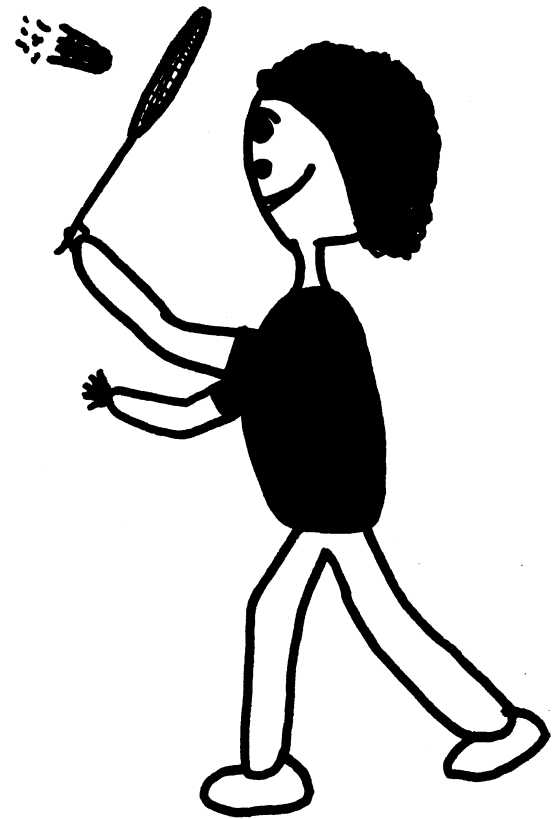
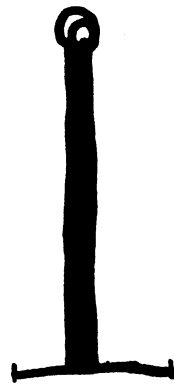
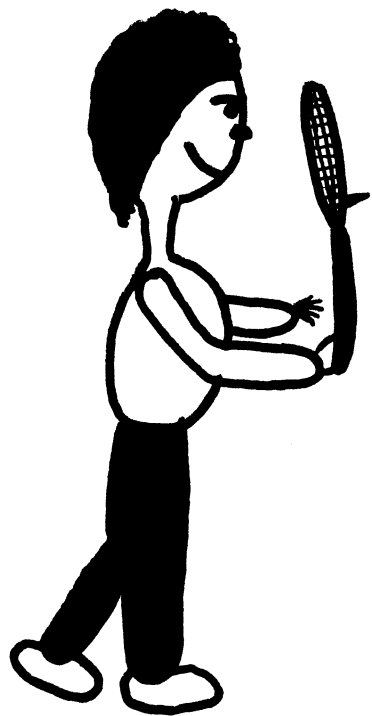
- 2.1 Develop safe behaviors by being aware of other's location, controlling one's own body in crowded spaces, and moving and stopping in control.
- 2.2 Engage in on-task behavior and be persistent in on-task focus.
- 2.3 Use unstructured class time to practice; voluntarily practice in ones's own time.
- 2.4 Listen and accept evaluations from others to improve own performance.
- 2.5 Accept responsibility for choosing an appropriate piece of equipment for one's own ability.

Demonstrate the ability to work with others, to appreciate individual differences, and to achieve cooperative group goal.

- 3.1 Select an appropriate partner by given criteria. (same ability, work together well, same height)
- 3.2 Accept and appreciate any partner or classmate to work with or as a member of a group.
- 3.3 Accept peer differences without ridicule.
- 3.4 Work on a task quietly, cooperatively and productively with a partner.
- 3.5 Recognize the value of rules with respect to the right of others.
- 3.6 Demonstrate awareness that other's favorite activities may not be the same as one's own.
- 3.7 Express a preference for a value system honoring the democratic process.
- 3.8 Praise, support and encourage others and accept help from classmates, show empathy toward the feelings of others.
- 3.9 Respect and accept differences in gender, race, size and ability in peers.
- 3.10 Display actions which are congruent with good sportsmanship such as (a) counting trials honestly (b) acknowledging rule infractions, (c) refraining from cheating (d) settling disputes with compromise.

Gain self esteem and self understanding and appreciate the meaning, significance and joy of movement.

- 4.1 Exhibit an eagerness to participate in movement.
- 4.2 Accept appropriate challenges for self improvement.
- 4.3 Express satisfaction in accomplishing a personal goal.
- 4.4 Accept strengths and limitations without comparisons.
- 4.5 Describe or express how one feels when one is moving.



Shane Garrett, 5th Grade
Alexander Elementary
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AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

1.1 Know the class rules and consequences of behavior.

Can the learner list class rules and explain the consequences when rules are not followed.

Discuss rules, if age level permits let students help in developing rules.

Post rules clearly. Reinforce rules consistently.

All teachers will use their own style for setting up an Assertive Discipline Plan for their classes. The important idea here is that the teacher communicates expectations in a consistent way and students can identify what those expectations and consequences are. Typical assertive discipline plans call for expectations regarding: (a) full participation (b) respect for the rights of others (c) care of equipment (d) entering and exiting an area (e) being on one's best behavior.

In some instances a given learner can be separated from another when they know they distract each other. State tasks clearly, concisely. Repeat tasks. Give summary cues. Use demonstrations. Let learners know you appreciate on-task behavior and that you give attention to those who work hard. You are too busy looking at their work to have to bother with disturbances.

Does the learner know where rules are posted?

Does the learner list at least three class rules?

Does the learner state the consequences of a rule (or behavior) when asked?

Does the learner acknowledge and state the consequences of his/her behavior when reprimanded for an inappropriate behavior or breaking of class rules?

1.2 Can the learner follow the class rules such as not cutting in lines sharing equipment or space (taking turns).

Learners most often will agree with general concepts of fairness and respect for others

Does the learner follow class rules?

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

Take turns and please do not cut in line.

Work in your own space unless invited to work with another or by another.

Select and work with your own equipment.

The breakdown occurs with specific interpretations. Be ready with examples (take turns, use your own equipment, and non-examples (no cutting in line) to clarify. Establish rules and procedures for learners' conduct early in the year.

Verbally explain rules clearly.

1.3 Can the learner respond to rule infraction when reminded once?

Play management games to enforce learning of the rules. Where infractions occur, tell learners the rule that is being broken and to not do it again. If the behavior continues enact established procedures such as time out or conferencing to handle the situation with individual learners.

Does the learner who breaks a rule respond when reminded?

You are being reminded not to do "that" again. This is a warning.

You have broken the same rule twice. You will have to: sit out for "five" minutes; see me after class; see me before class; etc.

Often learners just need to be reminded. Don't make a mountain out of a "mole hill." Other reasons for intimidating tactics are getting attention, power struggle, insecurity, stress at home, etc. Find out possible reasons for these behaviors by listening. Let the learners know behavior which is acceptable. Offer positive ways to gain acceptance and show responsibility.

Does he/she remember for at least the rest of the class period?

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

- 1.4 Does the learner make a positive response to a personal conference?

Give every learner one warning (unless action warrants immediate action due to safety).

Attempt to give warning in a quiet positive way.

May I please see you after class.

After a warning, always talk individually to a student, either pull them aside in class or ask for a conference before or after class or at another time.

The teacher should reinforce any attempt on the part of the learner to improve behavior. Realistic expectations should be set. In more serious cases a long term plan should be established and behavior should be monitored and reinforced until final goals can be reached.

Does the learner attempt to respond to the nature of the conference?

Does the learner meet teacher expectation completely?

- 1.5 Can the learner show self control by refraining from emotional and (verbal) abuse of others such as, name calling or making fun of someone?

Be respectful of others by not calling them names or making fun of them.

Under the general class rule "be respectful of others," learners will initially comply with the request of the teacher. Initially learners will receive/respond to class rules. Monitor their behavior. Give examples and non-examples of acceptable behavior.

Does the learner get along in a pleasant cooperative manner?

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

What are your feelings when someone calls you a name or makes fun of you?

During appropriate teachable moments, bring in examples of situations in life, high school sports, game situations, etc., which confront the idea of self-concept, people's feelings, feeling good about one's self. Work toward developing attitudes and values of respect for others. Role play if you choose. All brown eyed people are inferior, all Mikes are blind (blindfold them) for the class.) Then talk about their experience and how they felt.

Does the learner show the capability of empathizing with the feelings of others?

Can you think of other situations where others were called names or made fun of? How did they respond? What were alternative solutions?

Does the learner show signs of developing a value system which goes beyond compliance to a rule?

Can the learner show self control by refraining from physical abuse of others such as starting a fight or pushing someone.

In general, learners want to comply with rules which are reasonable. They usually will not resort to physical abuse unless pushed to their limits. Help learners become aware of circumstances which create these stresses, recognize the signs, and remove themselves or enable them to defuse the situation.

Does the learner avoid bumping and making inappropriate contact with others?

Work cooperatively in a space with a partner/group.

In a democratic society people solve problem by talking through differences and compromising. Violence/aggressive behavior while gaining immediate results, will not help to solve problems.

Does the learner know the rules and consequences for their behavior?

What are the rules, consequence, procedures when violations of

Set consequences for those who interfere with other's right to learn. Desist behavior - "stop that". "If that happens again you will have to (1) sit out, (2) conference with parents, (3) demerit, detention, (4) expulsion".

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

1.6 Recognize signals are a call to order and respond to a variety of teacher signals?

What kinds of
signals do
you know about?

What do signals
mean?

Obey each signal
given?

When I say go,
get a piece
of equipment,
find a partner,
and move into
your own space.

Discuss with learners the variety of need for signals in
in every day life. Talk about traffic signals, signs,
disaster signals. Other signals may be alarm clock,
ice cream truck, door bell, directional lights, "fragile,"
"this end up,". What do signals mean?

Why is it important to respond quickly to signals? What
would you do about signals if you were blind? What would
it be like if we lived in a world without signals?
Start with verbal signals. Be consistent go, stop,
whistle, etc. At first build management into daily
activities. Then use management skills in the
efficient use of time to get content. Change signals
only after learners use one system and have learned it.

Learners will follow simple directional commands to start,
get equipment, get partners, move to space, etc.

- *Directions may be teacher verbal
- *Non verbal visual hand signs
- *Non verbal visual signs
- *Tape recorder - for station work

Learners should be able to follow more complex and
multi directional command combinations of directions.

Does the learner recognize a
variety of signals?

Does the learner interpret
signals?

Does the learner understand
that signals bring order to
world?

Does the learner respond
correctly and quickly to
directions?

Does the learner process all
signals correctly?

Does the learner change from
verbal to visual signs easily?

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

- | | | |
|---|--|--|
| <p>1.7 Can the learner listen attentively and speak only after obtaining permission?</p> <p>Raise your hand if you wish to speak in class.</p> | <p>Establish class procedures early in the school year. Learners will listen attentively while the teacher talks. If learners wish to speak or ask/answer a question, they will first raise their hand. Early on learners are eager to talk in class. Establish a procedure to allow for their input. Avoid letting them blurt out answer or questions. Keep their talk on task. Allow for their sharing of concerns, interests, etc., before and after class.</p> | <p>Does the learner get permission before speaking?</p> |
| <p>1.8 Can the learner get equipment out and put it away in an orderly fashion?</p> <p>When taking equipment out or putting it away, show proper care.</p> | <p>Care of equipment includes not only using it but also taking it out and putting it away correctly. Learners like to help and enjoy the responsibility of taking equipment out and putting it away. Be organized. Have special boxes, racks for balls, ropes, hoops, etc. When putting equipment away items should be placed neatly, rather than thrown haphazardly from a distance.</p> <p>Teachers need to insure that learners are provided a variety of access points to equipment.</p> | <p>Does the learner take equipment out and put it away in an orderly and proper fashion?</p> |
| <p>1.9 Can the learner use equipment properly and safely and hold it quietly?</p> <p>Use the equipment in a proper and responsible manner</p> | <p>As part of a given lesson, learners will learn about the proper use of a given piece of equipment. Example: A red playground ball is for bouncing, throwing and kicking not for hitting. A racket or bat is for striking an appropriate ball, not for striking others or the ground. A basketball is for dribbling, passing, shooting, not for kicking. A gymnastics mat is for doing floor exercise not for cleaning one's shoes on or rubbing with sharp or marking objects.</p> | <p>Does the learner show responsibility by using equipment properly?</p> |

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

You will lose privileges if you use equipment incorrectly.

While this is essentially a management function, learners need to learn to use and take care of the equipment in physical education. Having definite rules for equipment use and teaching them to learners, will guarantee optimal longevity and function.

Does the learner refrain from abusing equipment?

Learners who abuse equipment should know the consequences of their behavior:

- (1) Warning with a positive statement of how equipment is to be used.
- (2) Time out with loss of privilege of using equipment for a specified time.

Put ball or piece of equipment on the floor during instruction time.

Balls and other objects can be very distracting if learners handle them while the teacher talks. Avoid allowing this to become a problem. When working with balls or other objects, learners will place the object on the floor away from their bodies during management or instructional episodes to avoid distractions. (Hold in lap, etc.)

Does the learner place the equipment on the floor and listen attentively to the teacher?

Sit off the equipment in an attentive position showing you are ready to listen.

Learners who are allowed to sit on equipment while the teacher talks often become inattentive or distracting. Encourage attentive listening.

Does the learner listen attentively while off the equipment?

Learners will sit off mats, large gymnastics equipment and other large apparatus to avoid distractions while teacher is talking.

AFFECTIVE COMPETENCIES (K-3)
En Route Learnings

Teach to the Objective

Monitor Learner Progress

2.1 Can the learner develop safe behaviors by being aware of other's location controlling one's own body in crowded space and moving and stopping in control?

Find a space which will not be near other's space.

Learners should be taught to work independently and not to interfere with other's space.

Does the learner recognize open spaces?

Learning to move in personal space and move through general space without bumping others is essential.

Travel through space without bumping into others.

When working with partners/groups we may enter others' space with a cooperative/competitive intent. Regardless of the intent, learners must get along.

Does the learner use all of the space without crowding?

Move without colliding with others.

Teach learners to eyeball each other, making non-verbal agreements as to direction of movement without collision. They must move under control. Stress awareness of general space and moving to open space.

Does the learner use the space?

Does the learner demonstrate an awareness of location in space?

Continue avoiding others while the space you are moving in becomes smaller.

Making spaces smaller requires more precision. As spaces are made smaller, start slowly before adding speed.

During activity use a consistent signal to have them move and stop on command

Play a locomotor running game which emphasizes safe maneuvering (dodging without collisions). Choose a game which has lots of action and not elimination (color call, tag, what time is it?)

Does the learner make good decisions about where to move, when to change directions, etc?

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

Move carefully to avoid colliding.

Learners need to practice stopping in control (still and on the feet). Motor skill cues on controlling can be given while students are given practice in moving and stopping in control.

Have the learner develop safe behavior by working for control of movement?

The learners need to recognize that by working to develop control they will also increase safety while involved in activity.

Does the learner move in control?

The more control you develop when moving the safer you will be.

Examples:

(a) Throwing a ball harder than can be controlled can create a problem. (b) Learners need to land softly when jumping to avoid injury. (c) Learners need to identify safe heights to jump from.

Work to maintain control of movements when working with partners and groups.

Learners should not work with groups until they have demonstrated control of movements working by themselves. When working in groups, control of movement is important to avoid causing harm to self or others.

Does the learner avoid collisions or interference with others space?

Examples:

(a) Control cartwheels so partners don't get hit with a foot.
(b) Know where partners are and control racket serving to avoid hitting a partner in a racket sport.
(c) Work for control when dribbling in a basketball or soccer game to prevent a collision.

2.2 The learner will engage in on-task behavior and be presistent in on-task focus?

If the teacher has given a class task presentation and has focused student practice then students should be expected to remain with the focus given. The teacher can develop focused practice by reducing the number of things student should focus on in their practice, checking student understanding of that focus before practice and stopping a class when students are not focused and clarifying and reinforcing the focus. One focus at a time.

Does the learner remain with the practice focus given in a movement task?

AFFECTIVE COMPETENCIES (K-3)
En Route Learnings

Teach to the Objective

Monitor Learner Progress

**2.3 Can the learner
use unstructured
class time to
practice;
voluntarily practice
in one's own time?**

As students become more responsive to basic management procedures and their behavior indicates they are ready to become more independent, the teacher can slowly provide more opportunities for this. For example, students can be told:

- (1) As soon as you receive equipment you can begin working in your space.
- (2) As you enter the gym or learning area, get your equipment and begin practicing on the skills we were working on last time. The teacher can express this verbally, on an assigned blackboard area, or on task cards.
- (3) The last five minutes of class students can practice on the skills in which they want to improve.

In addition, students can be asked to submit a weekly log on their physical activity outside school and the types of skills they practiced.

Does the learner use unstructured class time to practice?

- submit a list of how the time was used.
- have students self evaluate their time use.

Does the learner submit information written or verbal, to indicate practice of skills in outside school settings?

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

2.4 Can the learner listen and accept evaluations from others to improve performance?

- Find a partner and observe and check partner's skill.
- Use this self evaluation skill checklist.

Students become more independent in their learning as they move from outside evaluation of their own progress (by the teacher only) to evaluations by peers and on their own. Teachers will need to construct situations in the learning environment where students are required to provide comments to one another. Develop an observational checklist and have students observe each other in partners and provide feedback on the process.

On motor tasks which have a specific product outcome the teacher can have students keep a log on their improvement over a month. This reflection on their performance can create a self evaluation tool, and a beginning ability to to analyze performance.

A VCR recording of the movement and a evaluation check list can also help learners focus on peer and self evaluation and make them less dependent on the teacher and more independent as a learner.

Does the learner listen to evaluations from others without judgement or justify his/her actions?

Does the learner indicate in written form or verbally what cues they received from an evaluation by another?

2.5 Can the learner show responsibility for choosing an appropriate piece of equipment for their own ability.

When the teacher needs to give students choices in equipment to make skill practice more appropriate for different ability groups (example: size of ball, type of ball, height of equipment etc), the teacher will need to initially explain how the different equipment can help facilitate their learning. Students should be helped to make the choice fully, and to change equipment when they need to. Initially the novelty of being able to change equipment may result in too many changes. However, with time they will be able to deal with the responsibility with little trouble.

Does the learner choose an appropriate piece of equipment?

Does the learner make equipment changes when needed?

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

- 3.1 Can the learner select an appropriate partner by a given criteria (ability level, height, and work together well).

Choose a partner of the opposite sex.

Choose a partner who can help you get better.

- 3.2 The learner will be able to accept and appreciate any partner or classmate to work with or as a member of a group.

- Have all partners touch the spot, score before you touch the spot or score again.

Help learners realize that their bosom buddies may not be the person with whom they might be most productive when working in a physical environment on a given movement challenge. When selecting a partner/groups in which to work, learners will choose someone of a similar height, weight, ability level and/or with whom they can cooperate without interfering or arguing.

Partners need to learn how to work together. Help them as a class set up procedures for resolving differences... such as compromises, empathy, taking turns, or other task dependent solutions.

Learners will become more appreciative of others as they know others better; they will also respond more positively to others if placed in cooperative learning settings rather than competitive.

A variety of activities in the physical education setting allows learners to use their strengths. For example, skill may not be as important in problem solving activities. Try to insure that all learners are successful by setting appropriate and different task levels, in this way learners will be able to understand that people learn at different rates and that mastery time varies. Time is not as important as getting there. Cite a specific example to make this learning more understandable.

Does the learner select a partner based on height, weight, ability level and does he work quietly, productively and cooperatively?

Do partners refrain from interfering with others?

Does the learner refrain from verbal or visual cues that show displeasure to a partner/teammate.

Does the learner encourage participation of the partner or teammate?

AFFECTIVE COMPETENCIES (K-3)
En Route Learnings

Teach to the Objective

Monitor Learner Progress

3.3 Can the learner accept peer differences without ridicule?

There is no reason to call someone a name. Name calling just hurts people's feelings. Making fun of others will also hurt their feelings.

Please see me after /before class so we can discuss your behavior of calling others names/making fun of others.

In situations where a learner "name calls" or "makes fun" of someone, remind them of the rule and be specific with example of expected behavior. Talk to the learners about how they feel when confronted with the same situation. Investigate the situation surrounding the incident, a learner may have been pushed to intolerable circumstances.

When the learner breaks the rule more than once, have a conference with them before or after class. Learners respond better when talked to individually and when they are not confronted in front of their peers.

Does the learner, after violating the rule, comply after being reminded?

Does the personal conference with the learner affect the learner's behavior?

Does the learner recognize the need to respect the rights of others and the value of human dignity?

3.4 Can the learner work on a task quietly, cooperatively and productively with a partner, small group?

Plan a variety of cooperative partner activities.

Have partner, then small groups develop a game.

Learners develop cooperative working patterns when placed in learning situations that are not competitive and require cooperative relationships to accomplish the goal. Develop partner teams, then larger groups and avoid placing emphasis on winning. Find ways to reward cooperative endeavors. (How many times can you and your partner keep the ball going against the wall?)

Learners need to develop attitudes toward fairness and playing hard without conscious efforts at cheating physically. As in all life, learners should take pride in a game well played.

When playing games that involve boundaries, targets, rules (one bounce allowed, no bounces, etc.) stress the importance of being honest. The learner can take pride in calling their own games and being independent of adult supervision. When playing a game learners will make calls on infractions/rules fairly and honestly.

Does the learner focus on the task and productive use of time?

- lack of insistence on only his/her way.
- listen to each other
- voice alternative actions
- decide and do

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

- 3.5 The learner will be able to recognize the value of rules with respect to the rights of others.

How do you feel when someone cuts in/line in front of you in physical education, at lunch, at a store? What alternative strategies are there?

Taking equipment, space or someone's turn is a form of theft. How do you feel about that? What can you do constructively to settle the situation?

In working toward the development of attitudes and values allow for assertiveness without intimidating tactics, use role playing situations and problems solving experiences which confront these issues.

Does the learner recognize the need for rules which respect the rights of others?

Does the learner demonstrate signs of developing a value system which goes beyond responding or complying because it is the "teacher's rule" or obedience to authority?

Does the learner have a desire and/or ability to operate at higher levels of ethical and moral behavior?

- 3.6 Can the learner demonstrate awareness that others favorite activities may not be the same as one's own.

- On some days, plan three activities and have student select.

Learners develop appreciation for one another when they realize that in your classroom setting it is okay to be different, to have different favorites. Use yourself as the teacher as an example; you too have favorites. Let them know that some skill fundamentals need to be mastered by all since they provide a baseline and understanding of sport groups and some movements transfer from one setting to another. Fitness, coordination and strength are important for many sports. However, as they get older more experience provides for more satisfying choices; and these choices can be based on joy, satisfaction fitness, challenge, social (friends) but there will often be differences. Use food choices as an example to point out differences in reasons. Family habits, culture and taste (joy) are reasons for differences in choices.

Does the learner accept others preferences as alright for them without verbal/visual displeasure.

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

3.7 Can the learner express a preference for a value system honoring the democratic progress?

The best way to teach learners about the democratic process is to experience it. This may mean tallying votes when given a choice and pointing out the rights of the majority or minority.

- On occasion, set up situations where the whole class must make a choice from good alternatives

Provide four or five case studies of problem which arise in a P/E class and ask students in a small group to problem solve and generate alternative possible solutions.

For example: When confronted with a situation in which you become angry or someone becomes angry with you, what would you do to solve the problem? Here are the alternatives the class has come up with as solutions. Use the democratic process to decide as a class.

Does the learner value the democratic process?

3.8 Can the learner praise, support, and encourage others and accept help from classmates, show empathy toward the feelings of others?

The value of caring for others in a partner or team situation is accomplished by a teacher who sets up the learning climate to be one of positive reinforcement for the values of praise, effort, participation and learning from one another, and understanding. Every learning situation can hold these elements. "They are caught, and taught".

Role playing and simulations can help students understand the concepts, but real events should be used whenever possible. Reward and reinforce these behaviors. Give points for praising teammates, etc.

Does the learner exhibit behaviors which indicate a value for support to others, partners, the "team"?
-praise others
-listen to constructive comments.

-avoid judgements
-tell others or show others
"It's O.K., Nice Try, Next time."

AFFECTIVE COMPETENCIES (K-3)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

3.9 Can the learner respect and accept differences in gender, race, size and ability in peers?

Valuing the integrity of each individual in a society regardless of particular qualities, is a pervasive value of a democratic society. Yet the society, school and kids label each other very early. The physical education setting is no different, in fact, because skill is so overt and observable, it can be more difficult to foster justice. As a teacher you can foster this value by intentionally making it overt. For example: In this class we appreciate the differences in people and help one another. Everytime you form a group, be sure there are boys, girls, people of different races, abilities, etc.

Does the learner show respect and accept difference in gender race, size and ability in peers?

3.10 Can the learner display actions which are congruent with good sportsmanship such as: counting trials, honestly acknowledging rule infractions, refraining from cheating, settling disputes by compromise and avoiding anger?

Have students brainstorm "What is good sportsmanship" Have learners cite behaviours which are examples of both good sportsmanship and poor sportsmanship. Keep the list, later in the year do a class observation and followup with a discussion and evaluation by the list and other incidents which occurred. For example: A student reported twenty-one sit-ups, I saw six. "Is that good sportsmanship?" The team modified the rules so one person got five strikes. Sometimes it is important to talk about "why" a person might not show good sportsmanship.

Does the learner display actions congruent with good sportsmanship?
-count honestly.
-admit when they broke a rule or were wrong
-share turns
-modify rules
-compromise

Does the learner avoid cheating or taking advantage of someone?

Does the learner value playing fairly, not just winning?